



Religious Education and Collective Worship Policy Bennerley Fields School

Religious Education

Statutory Duties

Religious Education must be provided for all pupils in full time education except those withdrawn at the request of their parents. Neither the governors, head nor any other person has the legal right to withdraw a pupil from R.E.

Education Act (2002 Section 80 (1)(a); (2) (a) (b)), The Derbyshire Agreed syllabus for RE 2020-2025

RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Education Act (1996 Section 375 (3))

School Standards and Framework Act (1998, Schedule 19, para.5) Education Act 2002, s80.

Intent

The Principal aim of RE in Derbyshire Schools

'Is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

The Derbyshire Agreed syllabus for RE 2020-2025

At Bennerley Fields for our pupils this means:

'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that we can reflect on our own ideas and values.'

Religious Education is offered to all pupils as a subject in its own right, but also permeates all areas of the curriculum where many possibilities for expansion can be found throughout each school day.

Through the teaching of RE we aim:

- To provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- To develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- To offer opportunities for personal reflection and spiritual development.
- To enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- To encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- To challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- To encourage pupils to develop their sense of identity and belonging.
- To enable them to flourish individually within their communities and as citizens in a pluralistic society and global community.
- To enable pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- To promote discernment and enables pupils to combat prejudice.

This means that:

- Each pupil has a depth of understanding and insight into religion and belief, and their impact in the lives of believers and society, including the implications for their own lives.
- Each pupil is confident and thoughtful about, and able to express, their own beliefs.
- Each pupil acts in accordance with their beliefs.
- Each pupil is interested in, and respectful towards, the beliefs of others
- Each pupil is interested in building up their understanding of different religions and beliefs.
- Each pupil is able to think for themselves and recognise where others may be trying to influence them.
- Each pupil continues to explore the questions of meaning that life throws up in light of the insights of faith.

Implementation

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principle religions in the UK.

Within primary they will learn with about Christians, Muslims and Jews, at KS3 pupils will learn about Christians, Muslims, Jews and Hindus, at KS4 pupils consolidate their learning and will encounter 2 new religions (Sikhs and Buddhists).

Each religion is approached from three perspectives: believing, expressing and living.

Each key stage will approach each religion at an appropriate level, through the use of big questions.

Religious experiences will be accessed through: artefacts, songs, music, stories, drama, visits, IT and visitors to school.

Allocation of time across the KS and academic terms for RE is as set in the Derbyshire agreed Syllabus 2020-2025.

Derbyshire Agreed Syllabus is to be used to support teaching provide practical support and guidance about how to teach RE.

Pupils should be encouraged to take an active part in their learning.

Planning must identify intended learning outcomes matched to Agreed Syllabus requirements. These provide the goals of learning and to identify what pupils know, understand and can do as a result of their learning in RE. These should be shared in an appropriate way with pupils.

Bennerley Fields School uses the Five Keys model for planning outlined in the agreed Syllabus.

1. **Connections**- what links can we make with our pupils' lives?
2. **Knowledge**- What is the burning core of the faith/ religion?
3. **Senses**- What sensory elements are in the religion?
4. **Symbols**- What are the symbols that are most accessible?
5. **Values**- What are the values in the religion that speak to us?

Links across the Curriculum Cross-curricular links are made in specific subject areas:

- English – reading and writing are essential for the processes of finding out and communicating an understanding of RE. Discussion, drama and role play are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.
- Humanities – The RE curriculum will be enhanced as children learn about the location and characteristics of different countries. Similarly learning about different periods in History will provide depth and background to the RE curriculum.
- ICT – by providing a range of information sources to enhance knowledge, by providing access to images of people, places and environments. RE teaching can be enhanced by source material from the internet.
- PSHE – by exploring key themes of the PSHE curriculum, children are provided with further opportunity to question the world around them.
- Art – religious beliefs and teachings are often expressed through the arts. Evaluating and asking questions about artwork can enhance children's understanding.

Impact

Assessment is integral to teaching and learning. A wide range of classroom activities will be used to gather information about pupil learning and progress.

These will include:

- observing pupils as they work and interact with their peers and adults;
- listening to pupils as they describe their work and reasoning to others
- questioning, especially the use of open questions which allow for a range of responses
- setting tasks which require the planned use of specific skills
- use of a variety of forms of communication - artwork, artefacts, actions, role play, as well as short and extended writing.

Collective Worship

Statutory Duties

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is provided within a daily assembly. The Head teacher is responsible (under the School Standards and Framework Act 1998 and following the Academy's Funding Agreement) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character.

Intent

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Collective worship, whether in whole school assembly, phase assembly or class assemblies will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils
- aid the growth of respect and tolerance within the school community
- be linked to whole school assembly themes

Through collective worship, pupils are introduced to aspects and beliefs of other world religions across the school. We tackle issues that are relevant about the world today.

Pupils have the opportunity to:

- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the spiritual dimension offered

Implementation

Collective Worship time is distinct from curriculum time. However Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes.

At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives and different cultural perspectives on the world. Specific areas covered during assemblies include SMSC, British Values, behaviour of pupils, RE and different faiths, listening to and performing music, E-Safety, Anti-Bullying and Racism.

We ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development and address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

Collective Worship is organised to provide a variety of groupings which will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity will be given to express this response through reflection and prayer. Pupils will be invited to participate in a way that they find comfortable, but will not be "forced" to pray or worship.

Impact

Pupils use the opportunities to reflect on their spiritual beliefs, their morals, and the world we live in. They use these opportunities to develop their thinking about their individual response and our response as a community to a global, national and local issues.

Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship for religious reasons may request that their child is withdrawn. Parents are asked to discuss this with the Head teacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the staff.



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